



# 9 Persuasion, Leadership, and Power

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Name \_\_\_\_\_

## Activity 1: News Fallacies

### Purpose

1. To recognize fallacies used by the news media
2. To compare US and Canadian news media

### Instructions

Watch the evening news on FOX news. Watch the CTV broadcast the same night. Record the different fallacy types you encounter on each network. Do you notice the same types of fallacies?

Name \_\_\_\_\_

## Activity 2: Interpersonal Persuasion

### **Purpose**

To examine the effects of interpersonal persuasion on an audience

### **Instructions**

Create a situation with a partner (door-to-door sale, etc.), then use each of the personal persuasion techniques on your partner. Are some more effective than others? Why?

Name \_\_\_\_\_

## Activity 3: Believing Fallacies

### Purpose

To examine fallacies in commonly held beliefs

### Instructions

After the events of the Columbine massacre (and indeed other violent acts), the killers' choice of music was brought forward as evidence of their impending tragic and frightening outburst. Marilyn Manson was cited as a causation factor in this case particularly. Using what you have learned about fallacies, argue for or against this point.

## Activity 4: Rewriting Irrational Fallacies

### Purpose

To become skilled at rewriting irrational fallacies

### Instructions

1. For each item of self-talk below, identify the type of fallacy it represents.
2. Rewrite the statements to demonstrate more reasonable and rational ideas that a speaker could say to himself or herself.

### Fallacies:

fallacy of approval

fallacy of overgeneralization

fallacy of catastrophic failure

fallacy of perfection

1. I just know I'll blow it. I'll likely start off bad and then never be able to get the delivery going.

Irrational fallacy:

Rewrite, using more rational thoughts:

2. My visuals just aren't as good as Melissa's. The colouring isn't quite right, and one of my bar graphs is off-centre.

Irrational fallacy:

Rewrite, using more rational thoughts:

3. I'll probably get a dry mouth and turn red. It'll be obvious to everyone that I'm nervous and scared.

Irrational fallacy:

Rewrite, using more rational thoughts:

4. I always blow it when something is real important—like the time I used the wrong name when introducing my boss.

Irrational fallacy:

Rewrite, using more rational thoughts:

5. Tim probably won't like the PowerPoint and José won't like some of the sources I cite.

Irrational fallacy:

Rewrite, using more rational thoughts:

6. Every time I get up in front of people I make a fool of myself. My ears always turn bright red.

Irrational fallacy:

Rewrite, using more rational thoughts:

7. I'll probably bomb this speech. Then I won't have enough points for a "C." If I don't get a "C," I'll flunk out of school and never get an education.

Irrational fallacy:

Rewrite, using more rational thoughts:

8. I never say what I want to in front of others. I always blow these opportunities.

Irrational fallacy:

Rewrite, using more rational thoughts:

## Activity 5: Fact, Value, or Policy

### Purpose

1. To construct propositions of fact, value, and policy
2. To demonstrate that any topic may lead to one of three types of propositions

### Instructions

1. Choose four of the topics below or create your own.
2. For each topic, create a proposition of fact, of value, and of policy *on the same topic*.

airport security

stem cell research

body piercing

honour classes

funding presidential campaigns

changing the electoral college system

judging the Olympics

sentencing juveniles in adult court

saving the environment

vegetarian lifestyle

funding for Olympic athletes

banning fraternities and sororities on campus

delinquent dads/child support

world AIDS crisis

part-time students

*Example:*

Topic:

E-mail

Proposition of fact:

E-mail is not private.

Proposition of value:

It is ethical to use the office e-mail system for private business.

Proposition of policy:

The United States should institute national laws regulating privacy in use of e-mail.

1. Topic:

Proposition of fact:

Proposition of value:

Proposition of policy:

2. Topic:

Proposition of fact:

Proposition of value:

Proposition of policy:

3. Topic:

Proposition of fact:

Proposition of value:

Proposition of policy:

4. Topic:

Proposition of fact:

Proposition of value:

Proposition of policy:

5. Topic:

Proposition of fact:

Proposition of value:

Proposition of policy:



Name \_\_\_\_\_

## Activity 6: Exploring the Web

### Analyzing Speeches by Types of Propositions, Fallacies, and Audience Adaptation

Browse through the large selection of famous speeches at <http://www.history.com/speeches>. Choose a topic of interest to you, then watch or listen to the speech and record the following:

Speech title:

Speaker:

Date:

Topic:

Type of proposition (fact, value, policy):

Main proposition of speech (in the words of the speech or paraphrased):

Can you find examples of any of these fallacies?

Attack on the person (*ad hominem*)

Reduction to the absurd (*reductio ad absurdum*)

Either/or

False cause (*post hoc ergo propter hoc*)

Appeal to authority (*argumentum ad verecundiam*)

Bandwagon appeal (*argumentum ad populum*)

## Activity 7: Communication and Ethics

### Purpose

To reflect on matters of communication ethics

### Instructions

Review Table 9.1 on page 379. Have you ever experienced (or committed) any the behaviours listed here? We all know plagiarism is wrong in an academic setting, but have you seen a co-worker plagiarize in the workplace? Have you seen ads that misrepresent a product or service? Have you encountered someone misrepresenting her or himself online in social media or on a dating site? Reflect on your response to these kinds of behaviour: consider the range of emotions you experienced and what you felt like doing in response (or even may have done).

Having thought about your experiences, feelings, and actions, write a one-page letter to the person or organization involved, explaining your experience, your reaction, and what could have been done differently to persuade you (instead of generating a negative reaction). Submit your letter to your instructor or post it on your class blog (respecting the anonymity of guilty individuals, please).

## Activity 8: Who Is Your Leadership Mentor?

### Purpose

1. To reflect on how leadership is modelled
2. To practise interpersonal communication using critical thinking skills

### Instructions

Early in the textbook you were invited to reflect on the significant others in your life. Some of these people may be leaders or may have demonstrated situational leadership to you. What ideas did you have about leadership prior to reading this chapter, and how did your significant others embody these ideas (if they did)? Having read this chapter, do you see your significant others' leadership qualities differently? If it's something you feel comfortable doing, ask one or more of these people to describe their ideas about leaders and leadership. How does this conversation conform to or diverge from what the textbook says about leaders and leadership?

Name \_\_\_\_\_

## Activity 9: Art Mirrors Life

### Purpose

1. To use creative writing to reinforce your learning
2. To apply persuasive communication techniques

### Instructions

Sales communication is a big component of our world, and being able to represent tactics of persuasion may allow you to understand those tactics at a deeper level. Write a short comedic sketch or scene in which a character uses at least two types of interpersonal persuasion (see pages 388 to 393) to sell a ridiculous product or service to another person or a couple. Post your writing on your course blog/forum. Do your classmates recognize these tactics? Alternatively, incorporate the scene/sketch into your current creative work in progress. What makes these tactics so funny yet so effective?

## Activity 10: Look Again at Advice

### Purpose

1. To think critically about networking and bias
2. To practise persuasive written communication
3. To relate earlier learning to the current chapter

### Instructions

The box on pages 388–389 notes that “people would much rather work with people who their friends know and trust.” But given what you now know about interpersonal communication, perception, and culture, you may recognize that this advice may contribute to workplaces that do not reflect the diversity of Canada’s population at large. Do some additional research, and then write a short article or personal essay in which you respond to this advice and recommend other ways to use LinkedIn to create more diverse and inclusive workplaces.

## Activity 11: Leadership in Action

### Purpose

1. To examine leadership concepts in practice
2. To think critically about leadership styles as they are enacted

### Instructions

A great way to learn about leadership is to watch it in action. Attend a meeting of your campus student government, the local school board, or the local municipal government. Such meetings are typically a fascinating mixture of formal procedure, group processes, and decision making. What do you observe? Draw from your experience at least one negative example and at least one positive example of leadership and power dynamics. Share your observations in your class meeting (with your professor's permission), with your study group, on your course blog, or in conversation with your mentor. What have you learned from these examples? What do others see in these examples?

Name \_\_\_\_\_

## Activity 12: Types of Power

### Purpose

To analyze types of power in different groups

### Instructions

1. For this exercise, you will first consider this class, then think of and list two other groups to which you belong. For each group (this class and two others), consider the different types of power that various persons in the group have.
2. In the middle column, explain your relative amount of each type of power.
3. In the right column describe who you believe has the most of each type of power.

**Group:** This class

Which people have some of this type of power? Why?	Discuss the relative amount of each type of power you have.	Who has the most of this type of power? Why?
Legitimate		
Coercive		
Reward		
Expert		
Information		
Referent		

**Group:**

<b>Which people have some of this type of power? Why?</b>	<b>Discuss the relative amount of each type of power you have.</b>	<b>Who has the most of this type of power? Why?</b>
Legitimate		
Coercive		
Reward		
Expert		
Information		
Referent		



**Group:**

<b>Which people have some of this type of power? Why?</b>	<b>Discuss the relative amount of each type of power you have.</b>	<b>Who has the most of this type of power? Why?</b>
Legitimate		
Coercive		
Reward		
Expert		
Information		
Referent		

## Activity 13: Enhancing Power in Groups

### Purpose

To describe ways to enhance one's power in groups

### Instructions

1. List four groups to which you belong.
2. Using Table 9.2: Methods for Acquiring Power in Small Groups on page 396, list some specific ways that you could enhance your various types of power in each of these groups.

#### Types of power:

Legitimate power

Coercive power

Reward power

Expert power

Referent power

Information power

**Example:** Group I belong to: *Investment group*

What I could do to enhance my power in that group and why: *I could be sure that I can attend all meetings (visibility) and have my stock reports ready (demonstrate knowledge and follow group norms). Those who don't show up or never do their stock reports for the group lose credibility (legitimate authority). I could read and study more than our investment magazine and go to the extra workshops on stock analysis and then share that information with the group (expert and information power). When it is my turn to report on a stock, I can have copies for everyone or a clear overhead so that my ideas are clearly presented (referent power).*

1. Group I belong to:

What I could do to enhance my power in that group and why:

2. Group I belong to:

What I could do to enhance my power in that group and why:

3. Group I belong to:

What I could do to enhance my power in that group and why:

4. Group I belong to:

What I could do to enhance my power in that group and why: